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ABSTRACT

In August of 1969, the Navajo Tribe adopted a school code pertaining to the development and operation of Navajo Community School Boards. The code provided the legal basis for such organization and its operation on the reservation. This document furnishes a broad general outline of the duties and responsibilities of Navajo School Board members. Included in the manual are (1) the proposed resolution of the Navajo Tribal Council, (2) Navajo educational goals, (3) procedures of operation of school boards, (4) a brief history of Navajo education (1870-1960), (5) aims and goals of Navajo community schools, (6) guidelines for establishing school boards, (7) information on board organization and procedures, (8) policies governing all boards, (9) board functions and duties, (10) finance and management data, (11) relationships of the school board, and (12) the Code of Ethics. In conclusion, the document provides an addendum on unification of local school boards in forming a school board association. (EL)

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A MANUAL
for
NAVAJO COMMUNITY SCHOOL BOARD MEMBERS

Edited by

Irving W. Stout Ed.D.

Professor of Education

Arizona State University

1969

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IN REPLY REFER TO:
Area Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Navajo Area Office
Window Rock, Navajo Nation, Arizona 86515

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We are happy to enclose A Manual for Navajo Community School Boards.

The manual was developed to implement the Navajo Tribal Community School Board Act as adopted by the Navajo Tribal Council by Resolution No. CAU-87-69, passed on August 8, 1969.

Presently, monthly training sessions are being held for members of the local school boards at each of the five agencies.

The formation and operation of the local Navajo community school boards has a very interesting and significant background. The Tribal Education Committee of the Navajo Tribal Council initially spearheaded the idea of school board creation through the first of their four educational goals, (see Page 7 of the manual).

School boards were formed at the schools gradually. Ideas on a set of guidelines for the boards were developed at the local level, fed to the agency school boards for consolidation and additions. The agency boards met as a unit and further refined the guidelines.

Consequently, the agency board in cooperation with the Education Committee gave final confirmation of the legislative document before the Navajo Tribal Council approved and adopted the resolution. The resolution then provided the legal basis for the organization and operation of the local school boards and it further authorized the chapters to carry out the election of school boards.

Sincerely yours,

Abraham I. Tucker
ACTING Assistant Area Director
(Education)

Enclosure (1)

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5.	Tuba City	James P. Howell

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Dear School Board Member:

The transmittal of this first and original Manual For Navajo Community School Board Members is a proud and eventful occasion. It is a first and it was accomplished through the dedicated efforts of many people both individually and collectively.

As one reads Part One of this document he traces the slow but sure progress made over the last 100 years. Historically it has been the moral and legal responsibility of parents and the local communities to provide the best of education for their children. This now has come to fruition through the passage of the Navajo School Code adopted by the Navajo Tribal Council and agreed to by the Bureau of Indian Affairs. It is now time for the Navajo School Board Members to assume the responsibilities and obligations as decreed in this resolution.

Many have made this possible. The Advisory School Boards over the last several years set the stage for this and provided many guide lines to follow. The Education Committee of the Navajo Tribal Council must be recognized and thanked for their continued efforts over the years in bringing this event to completion. The school principals and teachers worked patiently with their agency superintendents toward the finalization of School Boards. The principals and agency school superintendents devoted all of last year in monthly meetings working towards this end. Many groups of Navajos met on many different occasions to draft parts of the historic code recently adopted. The B.I.A. from the Area Director through all the echelons of Bureau personnel have lent enthusiastic encouragement and support making this cooperative agreement possible. And last and certainly not least, the Tribal Chairman, Vice Chairman, Education Committee and all members of the Tribal Council made Navajo Community School Boards legal.

Please accept this Manual for what it is--a guide for your functioning, making the Community School a realization.

Sincerely,

Irving W. Stout

September 1, 1969

IRVING W. STOUT, Ed.D.
Editor
Professor of Education
Arizona State University

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PREFACE.

This Manual for the use of Navajo School Board members has been prepared pursuant to and to further the purposes of the Resolution of The Navajo Tribal Council approving and adopting the Navajo Tribal School Code pertaining to the development and operation of Navajo Community School Boards.

This Resolution was passed by the Navajo Tribal Council on the 8th day of August, 1969. It is a resolution far-sighted in its vision and significant in its potentialities. It provides the legal basis for the organization and operation of local school boards to the end that Navajo Community Schools may be truly community schools representing the wishes and meeting the needs of the community, and furnishes a broad general outline of the duties and responsibilities of Navajo School Board members. It is known as the Navajo School Code.

Each school board member should be familiar therewith. The full text of the Resolution follows:

(Awaiting Codification)

PROPOSED RESOLUTION OF THE NAVAJO TRIBAL COUNCIL

Approving and Adopting the Navajo Tribal Community School Board Act, Pertaining to the Establishment, Development, and Operation of Navajo Community School Boards

WHEREAS:

1. The Navajo Tribe is committed to the continuous improvement in the quality of education available to the Navajo People, and

2. The Navajo People have demonstrated a willingness and a desire to have greater participation in local school affairs, and

3. Local School Boards would improve the quality of education on the Navajo Reservation, and

4. In the School Year 1967-68 nine out of ten Navajo Area schools had organized and operated local school boards, and an agency school board organization had been created, and

5. The Budget and Finance Committee by resolution BF-MA-22-69 has given local school boards various duties relating to the Navajo Tribal clothing program for school children, and

6. There is a need for uniformity in the procedures of these local school boards, and

7. The substance of the proposed act was approved by 36 of 39 agency school boards at a meeting at Hunters Point Boarding School in April of 1969.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Tribal Council hereby adopts the proposed Navajo Tribal Community School Board Act, systematizing procedures for establishment, development, and operation of Navajo Community School Boards, and

2. The Navajo Tribal Council hereby adopts as the

public policy of the Navajo Tribe the Statement of Aims and Objectives of the Navajo Local Community School Board Program hereto attached, and

3. The Navajo Tribal Council hereby authorizes the Education Committee of the Navajo Tribal Council and the Navajo Area, Division of Education to cooperate with the local chapters to take any steps necessary to implement this act, and the goals expressed in the statement of the goals of the Navajo Tribal Community School Program.

Certification

I hereby certify that the foregoing proposed resolution was duly considered by the Navajo Tribal Council at a duly called meeting at Window Rock, Arizona, at which a quorum was present and that the same was approved by a vote of 51 in favor, and 0 opposed, this 8th day of August, 1969.

/s/ Nelson Damon
Vice Chairman
Navajo Tribal Council

NAVAJO EDUCATIONAL GOALS DEVELOPED BY THE NAVAJO TRIBAL EDUCATION COMMITTEE

1. To seek maximum involvement of parents and tribal leaders in the education program.

2. To attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the ESL program.

3. To develop a public information program which reflects progress made on a continuing basis.

4. To endeavor to assist in any way possible so that full utilization can be made of resources, including the Economic Opportunity Act, Public Law 89-10, and other similar programs which can benefit the Indian people.

AN ACT RELATING TO THE ESTABLISHMENT, ORGANIZATION AND PROCEDURES OF OPERATION OF NAVAJO COMMUNITY SCHOOL BOARDS

Title I. The Navajo Local Community School Board

A. Establishment. The Chapters of the Navajo Tribe are hereby authorized to establish such Local Navajo Community School Boards as are suitable for their respective areas.

B. Membership. Any enrolled member of the Navajo Tribe may serve as a member of a Local Community School Board, provided that: 1) He is a resident of the Chapter he will represent; 2) He is 21 years of age or over; 3) He is not an employee of the school upon whose board he would serve.

C. Composition. A Local Navajo Community School Board shall be composed of not less than 3 nor more than 7 members as established by the Chapter or Chapters having jurisdiction over the local school board.

D. Election of members. Elections of members of Local Navajo Community School Boards shall be held at the second regular chapter meeting in August of every year. Elections shall be announced by the Chapter and school board officers at the first regular chapter meeting in the month of August of every year. The officials of the local school board in cooperation with the officers of their respective chapters shall be responsible for posting notice of elections, and carrying out the election of Local Navajo Community School Board members.

E. Tenure. (1) Any member of the Navajo Tribe qualified to serve as a member of a local Navajo Community School Board may be elected to serve upon any such board for any number of terms. (2) Should any vacancy in any Local Navajo Community School Board occur, the chapter wherein the board is located shall elect board members as are required to fill the remainder of the term of the seat left vacant. Those members first elected to serve originally upon Local School Boards shall either by agreement, by lot or by both serve 1/3 of them for a term of 1 year, 1/3 of them for a term of 2 years, and 1/3 of them for a term of 3 years. If the number of school board members first elected to serve upon a local school board is incapable of equal tripartite division, members shall be selected by lot in addition who will serve a term of 1 year.

F. Powers; Authority; Duties.

1. All Local Navajo Community School Board members shall serve without compensation for performance of their duties. Provided, however, that Local Navajo Community School Boards shall have the authority to compensate their members for any reasonable expenses incurred in the performance of their duties as school board members, if funds for such reimbursements are available.

2. The Local Navajo Community School Boards are hereby authorized to solicit funds from such other sources as they may choose, and such school boards may disburse these funds in any manner related to the performance of their duties and functions. The Local Navajo Community School Boards shall file yearly statements of account with their respective Agency School Boards.

3. In order to effectuate local control of schools on the Navajo Reservation, all proposals relating to management or instruction of such schools shall be submitted to the Local Navajo Community School Boards for their consideration and consent. The Local Navajo Community School Boards shall have the authority to advise the Agency School Administrator in charge of hiring and replacement of both to grant its approval and disapproval of Administrative and Instructional personnel.

4. The Local Navajo Community School Boards shall work in cooperation with the principals of the schools which they serve, shall participate in the total aspect of school operation such as finance, personnel, school plant management, transfer of school facilities and educational program, shall strive to maintain constant good relations between the school and the surrounding community, shall determine policies relating to the use of school facilities after hours,

shall cooperate with other local agencies for the improvement of the community generally, and shall initiate such activities involving both curricular and extra curricular aspects of school functions, as will foster increased community participation in education.

5. A Local Navajo Community School Board shall report any disagreements either among its members or between it and school officials, to the agency or inter-agency school boards, if such disputes are incapable of resolution at the Local Board level.

6. The Agency will recognize local school board plans of operation.

G. Officials. Each Local Navajo Community School Board shall elect a President, Vice-President, and a Treasurer, and such other officials as are deemed necessary.

H. Meetings. Meetings shall be held at least once per calendar month during the school term, and at such other times as the President of the local school boards shall deem advisable. The President, in calling any meetings of the local board, shall give a minimum of three days notice to each member of the board.

I. Recall. Any member of a Local Navajo Community School Board who in the judgment of Chapter having jurisdiction over such board has been derelict in his duties, by reason of continual absence from meetings, or who has been convicted in any court of law for committing any major criminal offense, may be recalled by a majority vote of a valid meeting of that Chapter.

Title II. Agency School Boards

A. The Chapters of the Navajo Tribe, in cooperation with the Local School Boards within their jurisdiction, are hereby authorized to establish Agency School Boards.

B. Each Agency School Board shall be composed of members elected or appointed by the Local Boards within the agency. Each Local Board shall appoint or elect one person to serve on the Agency School Board. In no event shall an Agency School Board have more members than the total number of schools within the agency.

C. Agency School Boards shall be established in agencies having schools drawing students from more than one chapter served by a local school board, including but not limited to the Chinle, Crownpoint, Many Farms, Shiprock, and Tuba City Boarding Schools.

D. The Agency Board wherein it is feasible shall handle the affairs of their respective agency bordertown dormitories.

E. Powers: Duties:

1. The Agency School Board shall meet as necessary to request and review reports from Local School Boards relating to projects and activities carried out by these Local School Boards.

2. The Agency School Board shall plan workshops and other training activities for members of Local School Boards.

3. The Agency School Board shall review and approve any financial statements submitted by any Local School Board within its jurisdiction. If an Agency School Board finds that any Local School Board has mismanaged or otherwise misappropriated funds available to it, the Agency School Board may require the Local School Board to submit for its approval all future disbursements of Local School Board funds, for a period at the discretion of the Agency School Boards. The Agency School Board shall have general powers to oversee and superintend the activities of Local School Boards, and to assure that the activities of such Local Boards comply with and implement the purposes of this Act.

F. Agency School Boards shall meet either monthly or at such intervals as the Inter-agency shall establish, but in no event shall it meet less than four times per year.

G. Each Agency School Board shall elect a President, a Vice-President, and a Treasurer, and other officials as necessary.

Title III. Inter-Agency School Boards

1. Each Agency School Board shall elect or appoint two members from the board to serve on an Inter-Agency School Board. In no event shall a membership of an Inter-Agency School Board exceed ten members.

A. In cooperation with the Education Committee of the Navajo Tribal Council, the Inter-Agency School Board shall have the following powers and duties:

1. An Inter-Agency School Board shall be established to consider programs and problems of reservation-wide significance and for off-Reservation schools such as Intermountain, Chemawa, Albuquerque, Stewart, Chilocco, Fort Sill, Phoenix, Riverside, and Sherman.

2. The Inter-Agency School Board shall make recommendations to the Education Committee of the Navajo Tribal Council concerning all Navajo Area Schools and Local School Boards.

3. The Inter-Agency School Board shall plan such activities for Navajo Area Schools and Local School Boards as are required in order that the Navajo Area and Local School Boards may effectuate the purpose of this Act.

4. The Inter-Agency School Board will from time to time meet with the Education Committee of the Navajo Tribal Council to review the progress of education on the Navajo Reservation, and make any proposals which in the opinion of the Inter-Agency School Board would "improve" education in the Navajo Nation.

5. The Inter-Agency School Board

shall recommend to the Education Committee of the Navajo Tribal Council such policies, procedures, goals, and aims, or such workshops as are required to implement the intent of this Act.

B. Officers

The Inter-Agency School Board shall establish a President, a Vice-President and a Treasurer, and such other officers as are required.

C. Meetings

The Inter-Agency School Board shall meet at intervals set by a majority of its members, but in no event shall it meet less than four times a year.

D. Funding

The Inter-Agency School Board in cooperation with the Education Committee of the Navajo Tribal Council will solicit funds as are necessary to support its activities, and any activities of Local or Agency School Boards, from available sources. Any funds procured by any Agency School Boards in excess of cost requirements for their respective activities shall be dispersed to Local School Boards in a manner established by the Inter-Agency School Board.

The Manual is in two parts. It offers school board members the means (1) for understanding the development over many years of the concept of the Navajo Community Schools of today, and (2) for becoming familiar with the ways of carrying out the details of the various duties and responsibilities of school board members as provided for in the School Code.

It is essential that each school board member study and become familiar with both Part One and Part Two of the Manual and conversant with the Tribal Council Resolution which is the School Code. Continuous reference is made to this Code in different sections of Part Two.

PART ONE

A BRIEF HISTORY OF NAVAJO EDUCATION

Introduction

I. Early beginnings. In the 1870's

II. In the 80's and 90's

III. From 1900 through the 40's

IV. In the 50's

V. In the 60's

PART ONE

INTRODUCTION

In order to fully assess the import of the action of the Navajo Tribal Council in adopting the Resolution known as the School Code authorizing the formation of local school boards for Navajo Community Schools it is necessary to look at that action in its historical setting.*

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* Frequent reference has been made for factual material to The Navajo Year Book (1951-1961), compiled with articles by Robert W. Young, Assistant to the General Superintendent, 1961.

At the time of the signing of the Treaty of 1868 there was no central Navajo Tribal government and no Tribal political organization. It was not until some seventy (70) years later in the decade of the 30's that the Tribal Council in essentially its present form became operative.

Cultural pattern

For some fifteen to twenty years prior to its final formation steps had been taken in that direction though the tendency over the years had been to follow the traditional pattern of extended family with leadership in small bands rather than maintaining any more centralized representative organization.

This pattern is significant in considering the present educational situation. It makes it natural for people in local groups to interest themselves in their own local school affairs. The development of the Chapter movement in the 20's furnishes the framework existing today for local group communication and points to the wisdom of the Tribal Council in providing in the School Code that elections to the School Board shall be through the Chapters.

With the further formalization of the Tribal Government in the late 50's there emerged three different branches: the Executive, the Legislative, and the Judicial, together with definition of the duties and functions of Tribal officers and employees. As this formalization proceeded committees with special functions were formed. Among these was the Education Committee.

Education Committee

With the official formation of such a committee formal recognition was given to leadership in education which individual members had heretofore exercised informally. Such leadership is a function of the Committee in its capacity as advisory to the Council on educational matters and in performing such duties as are delegated by the Council to it.

It is under such delegated responsibility that the Tribal Council Education Committee and the BIA Education Branch jointly initiated this Manual for Navajo School Board Members.

Developmental steps

It has been a long and often rough road that has led from the signing of the Treaty of 1868 to today's educational opportunities for Navajo children. It is a road that has led naturally to the present Community Schools with the Tribal Council's provision for local School Boards so that the schools shall truly be the schools of the people of the Community. A brief tracing of that road serves to show the step now being taken as logically growing out of the experiences which have preceded.

I. Early Beginnings. In the 1870's

The Treaty of 1868 entered into by the Navajo people and the United States Government represents not only a milestone in the history of the Tribe but also a significant step toward making educational opportunities available to Navajo children. It was the first step in an organized plan for offering such opportunity.

A first step

Through the provisions of the Treaty the Navajo people pledged themselves to "compel their children male and female between the ages of 6 and 16 years to attend school." It was stipulated that the agent for the Government should see that this was done. In turn the United States Government agreed to "provide school buildings and teachers to teach the elementary branches of an English education."

One can readily understand how the putting of the Treaty provisions into action was hindered, indeed made almost impossible, by the practical difficulty of widely scattered population, lack of transportation facilities, great distances to be covered, and no road system. Coupled with this there was the most limited means for bringing the people and the Government representative together for communication so that they might arrive at some common understanding and purpose.

Difficulties

It was at this time that the first of the Church sponsored schools was undertaken. The Board of Indian Commissioners under a Congressional enactment in 1869 recommended that the allotment of religious and educational work be made to the Presbyterian Board of Missions. In 1870 the proffered offer was accepted. The school first established was short lived. It was held in a room set aside at the Ft. Defiance agency with a teacher employed by the BIA. While it was an unsuccessful attempt at the time it *was* a beginning. Continuing attempts during the decade of the 70's were similarly unsuccessful, due so the reports indicate, to dissension among school employees, irregularity of attendance, and one might probably safely assume to little contact with parents.

Parent involvement important

This matter of little contact with parents is a point of significant importance. The wisdom of the present day efforts of local school boards as emphasized in the Tribal Council School Code to enlist active parent participation is plainly evident. It is only so that the schools can genuinely represent the wishes of the people as related to their children. This was true in the early beginnings even as now.

Although the first steps in launching an educational program for Navajo children were limited in their effectiveness they *were* first steps. It is notable that they were taken despite what seemed almost insurmountable obstacles. The intent and desire to bring such opportunities to the children of a people who had heretofore had no such opportunity in itself bespoke a vision likewise notable.

A beginning

Particularly is this true when one considers that when the Treaty was signed (1868) public schools in the United States had had their inception less than fifty (50) years before. It was in the 1820's that the recodifying of the Massachusetts School Law opened the way for providing schools at public expense for all the children of all the people. It was this idea of the importance of education, and the importance of making it available to all that prompted the provisions of the Treaty, and the consequent efforts of those Government representatives charged with responsibility for Indian affairs to carry it out. Even though some of the efforts were ill advised and the results unsuccessful still the beginning was made.

As it became evident that it was virtually impossible to get the children to day schools the idea of boarding schools began to take shape.

From that point on the events leading to the educational program of today fall naturally into certain natural groupings and are mentioned in the following sections in those groupings.

II. In the 80's and 90's

Beginning of Boarding Schools

In 1880 the BIA began the construction of the first Boarding School at Fort Defiance with accommodations for 150 to 200 pupils. Despite the hope that the Boarding School provision would draw many more children than the day school had this venture, too had rough going. There was difficulty in getting teachers and by October of 1884 reports show that only 22 pupils were in attendance. By November of that year two more had been added and in January 1885 there were 33.

It can be well understood that the small attendance was discouraging to those at the BIA who had been hopeful that many more parents than did would avail themselves of the opportunity for education for their children.

Understandable difficulties

It can be understood, too, why their acceptance was not forthcoming in larger degree. It was the custom to have children at home and to teach them there the patterns of their culture. With no feeling of need or urgency for reaching out for the learning of another culture it was natural that they would keep them there instead of going to the great trouble of getting them to school and particularly when it meant having them gone for long periods of time. Thus attendance was minimal.

Attempt at compulsory attendance

In 1887 in an effort to bring more children into the schools attendance was made compulsory. The friction resulting from the efforts to locate children of school age and force them into school attendance again points with unmistakable clarity to the necessity for working with parents in whatever educational program one wishes to carry on with the children. It is not particularly surprising that this was not done. In the general educational program in other parts of the United States one finds little emphasis in this same time period except in the kindergartens on bringing parents into the educational picture.

Progress though slow

However, the idea of education for Navajo children was taking hold despite its slow movement. Some parents were sending their children to off reservation schools such as Sherman Institute, Carlisle, Chemawa. Ten such schools were established between 1880 and the early 1900's.

Thus one comes to the opening of the twentieth century--thirty-two (32) years since the signing of the Treaty that envisioned schools on the reservation and children in those schools. Only a very small percentage were there at the end of these thirty-two years but the number was growing. In the next half century there were destined to be developments far reaching and significant though still slower than had been hoped.

III. 1900 Through the 1940's

During the first decade of the new century (1900-1910) there was evidenced a grow-interest on the part of parents in education for their children but the difficulties that have already been mentioned still kept attendance low.

With the problem of transportation an almost insurmountable one it appeared to those providing educational facilities that boarding schools were the best solution. Such schools were constructed during that first decade at Tuba City, Leupp, Tohatchi, Shiprock, and Chinle. Three more were added in the next ten year period, at Crownpoint, Toadlena, and Fort Wingate.

Boarding School problems

While the boarding schools lessened the transportation difficulties the homesickness of students and the unwillingness of parents to be parted from them presented another problem of even greater magnitude. By 1928 only about 35 percent of the 13,400 Navajo children between the ages of six and eighteen were enrolled in a school of any kind. At best the available boarding schools could accommodate only about three thousand children but the hope was dim for having even that many in attendance.

Day school concept

In 1926 the Secretary of the Interior requested a thorough study of Indian conditions in the United States. This resulted in what is usually referred to as the Merriam Report. This report appeared in 1928 and stated that the first and foremost need in Indian education was a change in point of view. It emphasized the need for modifying the policy of taking children from their homes to boarding schools and favored schools which children could attend while living at home.

It was not until the mid thirties that these recommendations were put into action. In 1934 there were, according to reports, eight (8) boarding schools in operation and nine (9) day schools. Before the end of the thirties some fifty additional day schools had been constructed. But inadequate roads still made a serious transportation problem.

Bus service

In an attempt to get more children to school bus service was instituted but many, indeed most, of the roads were inadequate for bus travel. Thus despite all efforts the big percentage of children were at home instead of in schools. But progress was being made though slowly and the trend toward the establishment of day schools opened the way to the community school of today.

In January 1938 the Tribal Council passed a resolution with reference to the increase of day schools and setting forth "the firm right of the Navajo Tribe to keep the boarding schools in operation and to reduce their enrollment only to that extent necessary to meet the operating costs of the day schools."

Community school idea

Further, and significantly, it was set forth "That the Council expresses the wish of the Navajo Tribe for day school facilities and indorses the plan of the Secretary of the Interior and the Commissioner of Indian Affairs to make these schools also community centers for the use of the whole population near them." Thus came into active being the concept of the Community School.

At the same time a resolution was approved authorizing the formation of a Committee on Education of five members with power "to act as adviser to the Tribe on all matters of education affecting the Navajo Tribe and members thereof."

With the coming of World War II gasoline rationing made necessary the discontinuing of bus service. It is significant however that with all the difficulties there was evident a growing awareness of the people for the need for schooling for their children. This was shown in the active part taken by many parents in the schools through giving service of one kind or another.

Setting up dormitories

It was during the war period that dormitories were set up. Some parents served as dormitory attendants. Some contributed food. Here in this period was the beginning of more parent involvement. From this point on one finds continual increase in such involvement as well as continual increase in concern about bringing education to more children.

In May 1946 a Special Tribal Delegation expressed itself to the Secretary of the Interior, to Congressional Committees, and others in Washington to the effect that formal education was considered by the Tribe to be a primary need.

Parent participation significant

From this point on the marked progress that took place showed clearly the efficacy of parent participation in provision of educational programs for their children. Difficulties did not dissolve miraculously. Troubles still beset the schools. Transportation remained a problem. Irregular attendance was still an unsolved problem. But--progress was evident.

On July 12, 1945 the Tribal Council passed a resolution reaffirming the spirit and intent of the U.S. Government Treaty of 1868 with reference to providing school facilities and compelling children to attend. To this end it was resolved, "That we hereby request the Commissioner of Indian Affairs to have plans prepared for the construction of sufficient elementary community schools like the white man's for all of the children, with dormitories for those who live too far to walk, and sufficient secondary boarding schools of modern construction within the Navajo country for our older children."

This was followed February 20, 1947 with a resolution providing that "education in Navajo schools shall be compulsory as to those children between the ages of six and sixteen, both and inclusive."

A survey made in 1946-7 following the Tribal statement above referred to showed the magnitude of the need which Tribal leaders had recognized. The survey showed sixty-six percent (66%) of the Navajo population with no schooling whatsoever and the median number of school years among the members of the tribe as less than one.

More about
compulsory
attendance

The survey report carried a recommendation for a school construction program requiring 90 million for implementation but even then providing for only 75 percent of the 1946 school population.

Concurrently the Director of Navajo schools recognized the factor of water shortage as limiting such an extensive construction program. It was then that he proposed what proved to be the beginning of the present dormitory school plan. This was a plan whereby children over twelve would be housed in dormitories adjacent to available public schools leaving on-reservation schools for children of elementary school age.

These recommendations became a part of the Long Range Rehabilitation Program of the 1950's. Thus one sees the steady though slow progress of an educational program which fifty years before had made only faintly perceptible beginnings.

The growing esteem in which the schools were held and the growing interest in the schools was shown in a resolution the Education Committee of the Tribal Council presented October 14, 1949 and approved by the Council December 15th, 1949.

This provided for expenditure of funds to purchase foods and materials necessary to provide a luncheon for the Navajo people and others who might be in attendance at the opening of the Shiprock school."

Becoming
community
schools

The schools were beginning to become community schools.

IV. In the 1950's

The Long Range Rehabilitation Act referred to above and enacted by Congress in 1950 provided for an appropriation of 25 million for Navajo school construction estimated as meeting the needs of 55 percent of the then existing school age population with the intention to provide ultimately for all school age children on a boarding or day school basis and calling for the transfer of Navajo (and Hopi) children to the public school as rapidly as possible.

While the Act provided for expansion to accommodate more children it included also dormitory construction and replacement of outmoded, unsafe, and inadequate facilities. It was estimated that nearly half of the school population would be still unprovided for.

In December of 1950 The Tribal Council approved a recommendation of the Education Committee with reference to Tohatchi school similar to that relating to provisions at the Shiprock school opening of luncheon for the Navajo people and others in attendance at the opening. Thus again they gave approval and encouragement to local participation in school construction.

Community participation aiding school construction

On February 8, 1951 The Tribal Council approved another recommendation of its Education Committee as an aid to school construction. This one provided for money for meat for the noon day meal of workers from the Nazlini community who were donating their labor for the construction of the school. This supplemented the noon day meal being provided for workers and their families during the construction period by the Window Rock Area Office, with the exception of meat. This office was also providing materials and supervision.

Throughout the 50's one finds resolution after resolution recommended by the

Advisory Committee and approved by the Council with reference to sites for school buildings. Educational opportunities were expanding and the Navajo people were actively involved in that expansion. Thus a resolution passed August 4, 1952 with reference to arrangements for the Ramah school conversion stipulated that "The Navajos (must) be unanimously in favor of any agreement reached."

Opportunities expanding

But, as heretofore although schools continued to be provided attendance continued to be a problem. Accordingly on August 11, 1952 the Tribal Council passed the following resolution with reference to Compulsory attendance.

Attendance a problem

CA-39-52

RESOLUTION OF THE NAVAJO TRIBAL COUNCIL

Compulsory Public School Attendance

WHEREAS:

1. By Council Resolution No. CF-3-47, unanimously adopted on February 20, 1947, provision was made to the effect that "education in Navajo schools shall be compulsory as to those children between the ages of six and sixteen both inclusive."

2. Recently, educational opportunities have become increasingly available to Navajo children in state operated Public Schools situated in established state school districts lying or extending within the Navajo Reservation.

3. If the states are to provide, or cooperate in the provision of, educational opportunities in state operated public schools, they must then be permitted to exercise and enforce the same compulsory education laws

with relation to residents of established Public School Districts lying or extending within the boundaries of the Navajo Reservation as they apply in other school districts within the state.

4. The secretary of the Interior is authorized by the Act of February 15, 1929 (45 Stat. 1185) as amended by the Act of August 9, 1946 (60 Stat. 962) to permit the agents and employees of any state to enter upon Indian tribal lands, reservations, or allotments therein, to enforce the penalties of state compulsory school attendance laws against Indian children and parents or other persons taking care of them.

5. This provision is inapplicable to Indians of any tribe in which a duly constituted governing body exists until such a body has adopted a resolution consenting to such application.

6. Having duly considered this statute, we, the members of the Tribal Council of the Navajo Indian Reservation, do hereby reaffirm our stand that "education in Navajo Schools shall be compulsory as to those children between the ages of six and sixteen," both inclusive, because we believe it is for the benefit of the children of the Indians of this tribe that education be compulsory, and that compulsory state school attendance laws be made applicable to Indians of this tribe and enforced on Indian lands of the Navajo Indian Reservation wherever an established Public School District lies or extends within the said reservation.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Tribal Council hereby consents to the application of these state laws and regulations to the Indians of this Reservation.

2. This resolution shall become

effective upon the construction and opening of either the Fort Defiance or Ganado Public School approved for construction under Public Law No. 815.

CERTIFICATION

We hereby certify that the foregoing resolution was duly considered by the Navajo Tribal Council at a duly called meeting at Window Rock, Arizona, at which a quorum was present and was approved by a vote of 64 in favor, and 1 opposed, on this 11th day of August, 1952.

/s/ Sam Ahkeah
Sam Ahkeah, Chairman
Navajo Tribal Council

APPROVED:

/s/ R. G. Fister
Allan G. Harper
Area Director

On April 10, 1953 a resolution approved by the Tribal Council shows with dramatic simplicity of statement the scope of the educational need and the awareness by the leaders of that need.

This Resolution was addressed to the Ford Foundation inviting them to make an educational study, and setting forth that "in a tribe of 75,000 people less than 20% are English speaking and there are 28,000 children of school age with school facilities for only approximately 15,000 which situation denies opportunity to a shocking number of our young people to become English speaking and to take their place in the economic and social structure of the United States."

Scope of need

Following the introduction request was made for specialists "to work with the Navajo Tribe in a new and comprehensive study of Navajo educational shortcomings and requirements in order that no Navajo child shall be without the opportunity to attend school if a solution may be found from such a study."

Truly this was a long step from 1868 when no child was in school and from the 1870's when few could be induced or compelled to attend the few schools that then existed.

Crash program

On March 3, 1954 the Tribe concerned with the slow progress and convinced of the necessity for schooling as a preparation for successful living endorsed a crash program which would provide for more children although facilities would be of cheaper construction. The resolution then passed authorized the Education Committee to take whatever steps were necessary to accomplish the objective of universal education for the Tribe. This was the beginning of the Navajo Emergency Education Program. The immediate objective was to provide facilities for an additional 7946 Navajo children by September of that year (1954) thus raising the enrollment to 22,052 children.

This objective was surpassed through all manner of devices and adjustments. It was in 1954 that the Tribal Council also adopted a resolution providing for purchase of clothing for school children as a means of removing an obstacle to school attendance and furnishing additional incentive.

All told by the end of the 50's it was estimated that not more than 4000 children remained out of school as contrasted to 10,000 in 1954. A part of that 4000 reflected population increase. But--facilities were often overcrowded.

In 1955 the Commissioner of Indian Affairs published a statement of General

Educational Policy with which the Tribe expressed agreement. One point in particular has special significance with reference to the present development of effort toward parent involvement. This is the "commitment to the development of education opportunity on the reservation for beginners through twelve years in order to permit small children to reside with their parents during their formative years."

Step
toward more
parent
involvement

On October 13, 1955 the Tribal Council passed a resolution CO-38-55 providing for an annual enrollment and school attendance drive between the first of August and the 15th of November with the Education Committee and the Chairman of the Tribal Council responsible for detailed planning and the coordination thereof.

Enrollment
drive

In 1957, July 11th, the Tribal Council in recognition of the important work of its Education Committee increased the number on the committee from three to five with one member from each subagency to serve as the subagency representative on the committee. Provision for five members had been made in 1938 but apparently had not been carried out.

On April 25, 1958 a resolution was passed by the Tribal Council recognizing that the earlier provision of clothing had been shown, after three years of operation, to have materially increased school attendance and in causing parents to send children who might otherwise have been kept out. In light of this the new resolution provided for the continuation of the provision making it an established policy and establishing guide lines therefor.

Clothing
provision
continued

But still the matter of attendance remained a problem. On October 17, 1958 the Tribal Council passed a resolution CO-66-58 with further reference to compulsory attendance. This resolution follows:

Compulsory
attendance

CO-66-58

RESOLUTION OF THE NAVAJO TRIBAL COUNCIL

Compulsory School Attendance

WHEREAS:

1. By Navajo Tribal Council Resolution, adopted February 20, 1947, the Council provided for educational advancement on the Navajo Reservation and further that education shall be compulsory as to those Navajo children between the ages of 6 and 16.

2. By Resolution CA-39-52 the Tribal Council granted the consent of the Tribe to the application of state compulsory school attendance laws to the Navajo Reservation.

3. By Resolution CO-38-55, the Tribal Council provided for a Tribal program and policy for the annual enrollment of Navajo school children to be carried out by the Chairman and the Education Committee.

4. The Education Committee has vigorously pushed the policy of the Tribe and exerted all possible efforts short of court action to see that all Navajo Indian children are enrolled in schools and receiving proper education.

5. The efforts of the Education Committee have been highly successful and most Navajo children are receiving education where available; however, there have been a few instances of lack of cooperation on the part of individual families and children whereby the children are not attending schools.

6. It is in the best interest of the Tribe as a whole to encourage attendance by

Navajo children in public schools near their homes and to now provide for enforcement of the laws relating to compulsory school attendance.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Education Committee of the Navajo Tribal Council, after consultation with the Chairman, is hereby authorized and directed to develop plans and procedures in conjunction with the Bureau of Indian Affairs for enforcement of the compulsory school attendance laws among the Navajo Tribe, including, but not limited to, provision for bringing action against responsible parents in the Tribal Courts.

2. The Education Committee is further authorized to designate areas where such plans and procedures shall be implemented.

3. The Education Committee is directed to continue to encourage regular school attendance through all means available.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Navajo Tribal Council at a duly called meeting at Window Rock, Arizona, at which a quorum was present and that same was approved by a vote of 69 in favor, and 0 opposed, this 17th day of October, 1958.

/s/ Scott Preston
Vice-Chairman
Navajo Tribal Council

Varied provisions

At the close of the 50's the Bureau operated 49 boarding schools, three of which had been among those first constructed fifty years before. Total enrollment was 8894, contrasting with 6009 in 1950-51. As of 1959-60 the Bureau continued to operate 13 day schools. There were 15 trailer schools enrolling 1162 on a day basis. There were also 7 reservation dormitories serving 784. Bordertown dormitories accounted for 2282 ranging from 64 in first grade to a high of 322 in the fifth.

As noted earlier contractural arrangement by the Federal Government for church sponsored schools had long been discontinued but mission schools continued to operate under church or other non federal funds. There were, at the end of the 50's 20 such schools.

Thus Navajo school opportunities included Boarding schools, Federal day schools, Trailer schools, Reservation dormitories and Peripheral Town Dormitories, Off Reservation Boarding Schools, Mission Schools, and Reservation Public Schools.

Problems being solved

Here then one comes to the 60's with notable progress slow but steady. Many of the difficulties besetting the educational program from the beginning still continued as the new decade began but widening vision had brought and was bringing increasingly effective solutions into sight, and notable among them widening parent and community involvement in the schools.

V. In the 60's

More community involvement

The period 1961-66 marked progress in all educational areas. Modern school structures rose year by year to replace outworn, outmoded schools and to accommodate the ever increasing population of school age children. A parallel growth in the number of public schools occurred with existing schools expanding their bus routes and also taking over a Bureau of Indian Affairs school by mutual agreement with the community involved, Round Rock.

The Rough Rock Demonstration School began its experiment in the Lukachukai Boarding School applying its philosophy of maximum community involvement.

A greater emphasis on the importance of cultural understanding for teachers and in fact all employees helped make for better learning by the children and better relationships with Navajo employees.

During this period a pilot project in the teaching of English-as-a-Second language was initiated at the Shiprock Boarding School and tried thereafter in other pilot school locations.

The "New Math" was introduced into the schools as well as the teaching of science from a structured viewpoint.

The beginning of massed attention to maximum of involvement of Navajos in school affairs began in 1966 with the Tribal Education Committee setting four goals for Navajo Education.

Goals set

1. To attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the ESL program.

2. To seek maximum, feasible involvement of parents and Tribal Leaders in the Education program.

3. To develop a public information program which reflects progress made on a continuing basis.

4. To endeavor to assist in any way possible so that full utilization can be made of resources, including the Economic Opportunity Act, Public Law 89-10, and other similar programs which can benefit the Indian people.

The Joint Navajo Tribe - Bureau of Indian Affairs Education Policy Agreement of 1961 still stood but the four goals directed attention to the four major needs.

Policy statement

This Education Policy was outlined in detail and referred to in a resolution CAU-43-61 passed by the Tribal Council August 29, 1961. It outlined policy objectives, and specified implementation of those objectives. This resolution follows.

CAU-43-61

RESOLUTION OF THE NAVAJO TRIBAL COUNCIL

Adopting Navajo Education Policy

WHEREAS:

1. Great progress has been made in improving educational opportunities for Navajo people in the past ten years.

2. However, many areas need improvement and it is appropriate that the Navajo

Tribal Council consider over all policy objectives with the Bureau of Indian Affairs for the future development of education opportunities for Navajo people.

NOW THEREFORE BE IT RESOLVED THAT:

1. The attached Exhibit entitled "Navajo Education Policy Statement" is hereby adopted by the Navajo Tribal Council as the Education Policy of the Navajo Tribe.

2. The Navajo Tribal Council urgently requests the Congress of the United States and responsible officials of the Department of the Interior to use their best efforts to implement the aims and objectives of the Navajo Education Policy, through appropriation and administrative action.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Navajo Tribal Council at a duly called meeting at Window Rock, Arizona, at which a quorum was present and that same was passed by a vote of 58 in favor and 0 opposed, this 29th day of August, 1961.

/s/Scott Preston
Vice Chairman
Navajo Tribal Council

JOINT BUREAU OF INDIAN AFFAIRS-NAVAJO TRIBAL COUNCIL
Navajo Education Policy Statement
1961

Under Congressional authorities and Departmental direction it shall be the policy of the Bureau of Indian Affairs and the Navajo Tribe to attack simultaneously the education problems of Navajos on all fronts and at all levels, from beginning grades through adult programs, by laying the problems before the public, the Congress, and by working in cooperation with the State, local and public school officials, and other Federal agencies in providing the type of education opportunities that best meet the needs of the Navajo people.

The ultimate education objective is educational competency for all Navajo people so that they may participate in the local community, State, and national life equally with other citizens. Therefore, the Bureau of Indian Affairs and the Navajo Tribe shall plan educational programs in terms of specific needs of the Navajo people and seek funds from the Congress to carry out each program.

I. Policy objectives. It shall be the policy

1. To provide educational opportunities for Navajo children on the reservation from beginners through grade twelve in order that all children may be near their parents. This is the basis for developing an educational system on the Navajo Reservation in keeping with the pattern of public education in the United States.

2. To develop, when there is mutual readiness, educational opportunities in public schools for Navajo children at all grade levels in order that Navajo youth may have the opportunity to participate in public school educational programs on an equal basis with other citizens.

3. To use present off-reservation education facilities for Navajo youth as long as the need exists.

4. To provide through State and other resources educational opportunities for mentally and physically handicapped Navajo children (blind, deaf, spastic, etc.)

5. To encourage Navajo high school graduates to utilize fully existing facilities and programs

in pursuit of further education and/or training in keeping with their individual interests and capabilities.

6. To provide adult education instruction in close cooperation with local community groups.

II. Implementation of policy objectives

1. Navajo students will attend schools on the reservation.

(a) In public schools wherever they are already available. Additional public school opportunities will be developed on the reservation as public school officials and the Navajo people are mutually prepared.

(b) In Federal day schools wherever population will support a day operation. The value attached to home living with school attendance on a day basis remains a primary objective of tribal and Bureau education policy.

(c) Existing boarding schools will be expanded on the reservation at the nearest locations to the parents to care for the remainder who cannot be accommodated in day facilities. As roads are developed students who can be reached will attend on a day basis. When a boarding facility can serve all children within the area on a day basis the boarding facility will be converted to day operation.

2. Conditions under which Navajo students may attend Off-reservation schools.

(a) Navajo students who are up to grade may attend public schools wherever public schools have been made available for them within the States of their residence. The Bureau will assure dormitory care and make suitable contract arrangements for instruction in the public schools.

(b) Navajo children 13 years of age or older who are retarded two or more grades may continue to attend off-reservation Federal schools to receive special vocational instruction as long as the need exists.

(c) Navajo students 13 years of age or older who cannot be accommodated in on reservation schools will continue to attend off-reservation schools.

3. Education beyond high school level.

(a) Post high school courses in Haskell and Chilocco will continue to be available to Navajos.

(b) Vocational training under Public Law 959 will be available to qualified Navajo applicants.

(c) Qualified Navajo students will be encouraged to make the fullest use of all scholarship assistance--tribal scholarships, Bureau and private scholarships--to further their education in colleges and universities, and technical and trade schools.

4. Adult education. Lack of early opportunities for education makes it imperative that many appropriate courses be provided for Navajo adults to insure their educational progress. The Bureau of Indian Affairs and the Navajo Tribe will work with all agencies providing adult instruction to plan and develop adult education programs in closest possible keeping with requests initiated by the local community.

5. Special education. In cooperation with responsible agencies the greatest care will be exercised to identify the handicapped Navajo students.

(a) For such handicapped students whose needs can be met in a modified school environment, arrangements will be made (in cooperation with responsible agencies) to provide adequate instruction in existing schools.

(b) The extreme cases that cannot be provided for in a modified school situation and thus require institutional care shall be provided for in appropriate State and private institutions.

Summary

The Bureau of Indian Affairs and the Navajo Tribe agree to work in full cooperation in developing plans that will carry out all phases of the foregoing policy objectives.

/s/ Paul Jones
Chairman, Navajo Tribal Council

Commissioner, Bureau of Indian Affairs

On April 12, 1965 the Tribal Council passed a resolution appropriating additional funds for school clothing, indicating that 11,723 school children had received clothing under the second issue--showing the extent to which efforts were turned to make it possible for children to be in school.

On July 25, 1966 The Tribal Council took up once again the matter of compulsory attendance passing Resolution CJY-91-66 reaffirming the policies previously set forth but modifying and amending the provisions concerning action against non-complying parents. This resolution follows.

Compulsory attendance

CJY-91-66

RESOLUTION OF THE NAVAJO TRIBAL COUNCIL

Urging Enforcement of Existing Tribal and State Laws Concerning School Attendance; Modifying Penalty for Noncompliance; and Requesting Improvement of School Bus Roads

WHEREAS:

1. The Navajo Tribal Council, in previous resolutions, (CF-3-47, CA-39-52, CO-38-55, and CO-66-58) has clearly stated its policy that it believes it is for the benefit of all Navajo children that education between the ages 6 and 16 be compulsory, and

2. In Resolution CA-39-52, the Navajo Tribal Council consented to the application of state laws concerning compulsory school attendance on the Navajo Reservation, and

3. By Resolution CJA-1-59 (Title 17, Navajo Tribal Code, Section 116), the Navajo Tribal Council made it an offense for any Indian to neglect or refuse to send his children to school, and

4. Due to the efforts of school personnel, both state and Bureau of Indian Affairs, and Navajo parents, most Navajo children are now receiving education; however, there are still some instances of lack of cooperation on the part of individual families and children whereby the children are not attending school and as a result there are in few localities some vacant seats in classrooms available for these students, and

5. Questions have been raised concerning the penalty imposed by Title 17, Navajo Tribal Code, Section 116, and concerning proper administrative procedures to be used prior to court action, and

6. In order to insure maximum attendance, it is necessary that all roads used by school buses be improved and maintained in usable condition throughout the school year.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Navajo Tribal Council hereby affirms the policies and programs set forth in Resolutions CF-3-47, CA-39-52, CO-38-55, CO-66-58, and CJA-1-59, except that Title 17, Navajo Tribal Code, Section 116, School Attendance, is hereby modified and amended to read as follows:

> "Any Indian who shall, without good cause, neglect or refuse to send his children, or any children under his care, to school while said children are between the ages of 6 and 16 shall be deemed guilty of an offense and upon the first conviction thereof, shall receive a warning and probation for a period of one year. Upon a second or any subsequent offense and conviction thereof, or upon violation of probationary period, the court may sentence the offender to labor for a period not to exceed ten (10) days or may fine said offender in an amount not to exceed $50.00, or both."

2. The Navajo Tribal Council hereby urges all school officials, both state and Bureau of Indian Affairs, to take all reasonable steps necessary to insure that the compulsory school attendance laws are complied with, including court action under Title 17, Navajo Tribal Code, Section 116, but such court action shall be taken only after following administrative procedures involving investigation and contacts with the parents. The Education Committee of the Navajo Tribal Council is hereby

authorized and directed to develop such procedures with the state and Bureau of Indian Affairs school officials and to cooperate fully with the said school officials in carrying out these procedures.

3. The Navajo Tribal Council hereby authorizes and directs the Chairman of the Navajo Tribal Council, the Education Committee of the Navajo Tribal Council, and all other officials of the Navajo Tribe affected thereby to continue the program of enrollment and school attendance drive established by Resolution CO-38-55.

4. The Navajo Tribal Council hereby strongly urges the Bureau of Indian Affairs to request additional funds for roads and to use such additional funds and the maximum funds now available for the purpose of improving and maintaining roads used by school buses during the school year.

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Navajo Tribal Council at a duly called meeting at Window Rock, Arizona, at which a quorum was present and that same was passed by a vote of 26 in favor and 20 opposed, this 25th day of July, 1966.

/s/ Nelson Damon
Vice Chairman
Navajo Tribal Council

Parent involvement a key

Attendance was still a problem as it had been for a hundred years--but efforts to solve the problem were becoming more and more pronounced, pointing once again to the active interest and involvement of parents as the key to the situation. Obviously it is the parents from whom the impetus that gets children to school must come.

Other problems beset the program during this decade as evidenced in a resolution CF-14-69 passed by the Tribal Council February 5, 1969. Here it speaks of the Navajo Tribe and the Bureau of Indian Affairs being united in the effort to bring education to all Navajo children. There is reaffirmation of approval of the presently planned goals and operation of the education program as administered by the BIA.

Unmet need

But it is pointed out that with all the effort of the BIA, with all the participation of the Tribe, with the appropriations by Congress, with the markedly increased interest in education, there was presently not available funds to meet the educational needs--and therefore calling to the attention of Congress "the shortage of appropriation necessary to adequately meet the needs if the Navajo children are to have the opportunity to compete with and take their place in the outside world."

Rough Rock--total community involvement

One of the highly significant and notable developments of the decade of the 60's was the Rough Rock Demonstration School, an experiment in total community involvement in a school. Here one finds parent involvement and community participation in all aspects of the school program, pointing the way to the same high degree of involvement in all of the Community schools on the reservation.

Emphasis on Community aspect of education

As of the school year 1968-69 The Bureau operated 48 boarding schools, 10 day schools, 7 bordertown dormitories, and one reservation dormitory. One of the notable developments of the year was the opening of the Navajo Community College, thus putting additional emphasis on the community aspect of education. Further the amount and quality of parental and community involvement was studied throughout the year in all areas. This was consistent with one of the goals set forth jointly by the Tribal Education Committee and the BIA Division of Education, i.e., "Maximum, feasible involvement of parents and Tribal leaders in the education of their children."

It was in pursuit of this jointly accepted goal that special emphasis was placed on the formation of local school boards with the boards serving as liaison between the school and the community. It was in further implementation of this goal that a series of workshops was set up with special help from an outside consultant in the field of parent involvement and school board training. The present manual was one outcome of these workshops and plans for workshops for training of school board members during the year 1969-70 was another.

Local
school
boards

Thus one comes to the end of the 60's with the reasonable expectation that by the beginning of the 70's each school will have its own school board with board members conversant through workshop experiences with school board duties, responsibilities, and privileges. Thus the Community Schools, like the public schools, will be operating with school boards made up of members from the local community, conversant with community needs, and concerned with provision of an education program fitting that given community in its entirety.

Problems remain but the way for solving them is more widely open because of increased and ever increasing parent involvement and the participation of the communities through their local school boards in seeking their solution.

Looking back over the hundred years that have passed since the signing of the Treaty of 1868 one can see how steady the progress has been. Looking forward into the decade of the 70's and to those that lie beyond one can envision a continued progress that will make true the dream of educational opportunity for every Navajo child--and one can see the schools as truly community schools.

Outlook
hopeful

It is such vision on the part of the Tribal Council that brought about the preparation of the Resolution Approving and

Adopting the Navajo Tribal Community School Board Act pertaining to the establishment, development, and operation of Navajo Community School Boards and its passage on August 8, 1969, defining the school code and furnishing the blueprint for school board activity as a key means for developing the community schools. (See pages 5 and 6). Truly the outlook is hopeful.

PART TWO

PROCEDURAL DETAILS

Introduction

I. Aims and goals of Navajo Community Schools

II. Establishing school boards for Navajo Community Schools.

III. Adopted policies governing all Navajo Community School Boards

IV. School Board functions and duties

V. Finances and Management

VI. Relationships of Navajo Community School Boards

VII. Code of Ethics for Navajo Community School Boards

Conclusion

PART TWO

Specific suggestions to guide the functioning of Navajo Community School Boards

Introduction

One hundred years since the signing of Treaty of 1868 with its sights set on education for Navajo children!

A century of development

It was a century of baffling difficulties encountered; a century of searching for solutions for problems that often seemed unsolvable. It was a century of progress, slow but progress none the less, in overcoming the difficulties and solving the problems. It was a century of moving ever closer to the provision of truly community schools with increasing community and parent involvement--and those schools filled with children--but even yet not with all the children. It was a century of development that brought the educational program to the beginning of its second one hundred years with the Tribal Council and the BIA in agreement as to the desirability and efficacy of each school having its own local school board.

As pointed out in the Preface to this Manual that policy established by Resolution of the Tribal Council and passed August 8, 1969 gives the legal basis for formation of such boards and points the way to their active functioning in carrying forward the Community schools. It remains then for each School Board member to equip himself to take his part in performing that function.

The details which follow in this Manual are intended to furnish a guide in doing so. The Manual is a Hand Book to be studied and kept at hand for ready reference.

Since the responsibility of local school boards lies with the Navajo Community Schools as provided by the Tribe and the BIA the details of the Manual refer solely thereto. This does not ignore the fact that Public Schools and Mission Schools are serving Navajo children nor does it in any way minimize the importance of that service. It only concentrates on the point of immediate school board responsibility which is to the Navajo Community Schools.

Refers to Community Schools

There is little difference in the duties and responsibilities of the school boards of the public schools and of the Navajo Community Schools since both operate under the State School Law of the respective states. It will be helpful for members of local school boards of the Navajo Community Schools to familiarize themselves with the Handbooks for School Board Members, provided respectively by Arizona, New Mexico, and Utah. Helpful as such material is, however, it does not take the place of this Manual prepared specifically with reference to Navajo Community Schools.

Similarity to boards of public schools

Basic to functioning effectively as a School Board and as individual school board members is the realization of the reasons for having a school board.

The Community School in any community exists to meet the educational needs of the people in that community. Its function is to provide the educational opportunities they want for their children and themselves. They need to have a way of making their needs and wishes known. The School Board provides that way. They need a way of knowing what their school is doing. Again the School Board provides that way. They need to have someone represent them in making provisions for an educational program that meets their needs and is in accord with their wishes. The School Board represents them in working with school personnel, with other community groups,

Reasons for having local school boards

with the Tribal Education Committee, and in any individual contacts where it is not feasible for the community as a whole to speak directly for itself. Thus a School Board becomes fundamental to the operation of a truly Community School.

This points to the prime importance of school board members being fully informed about their duties and conscientious in the performance of the obligations they take upon themselves in accepting a place on a school board. In the various sections of the Manual information is given about those duties and suggestions made for meeting those obligations.

Refer to the Resolution

Reference is made in each section and in various items within such section to the legal authorization for the particular activity or responsibility mentioned as provided by Resolution passed August 8, 1969, and referred to hereafter as The Resolution. Readers should turn to that Resolution given at the beginning of the Manual and familiarize themselves with the provisions for the specific item under discussion. The detailed suggestions offered in the various sections and sub-sections implement the provisions of The Resolution.

I. Aims and Goals of Navajo Community Schools

In carrying forward any program it is essential to have a clear idea of where sights are set; to be aware of the aims and goals toward which one wishes to direct effort; to have in mind defined purposes that serve both as a guide to action and as a means for assessing accomplishment.

Thus it is with Navajo Community School Board members. They need to be alert in helping to formulate practical aims and goals for the schools; to keep these always in mind in making decisions and determining procedures; and to modify and change these in light of changing circumstances and widened vision.

The aims and goals of Navajo Community Schools as defined by the Navajo Tribal Education Committee are as follows:

Defined in The Resolution

1. To seek maximum, feasible involvement of parents and tribal leaders in the educational program.

2. To attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the ESL program.

3. To develop a public information program on a continuing basis which reflects progress made.

4. To endeavor to assist in any way possible so that full utilization can be made of resources including the Economic Opportunity Act, Public Law 89-10, and other similar programs which can benefit the Indian people. (See The Resolution)

To sum it up, the aim is from pre-school through high school to enable the Navajo pupil to achieve to the best of his abilities; to maintain his self-identity as a Navajo; and to be a contributing member to society.

Each different type of school developed to meet the unique needs as mentioned in #2 above naturally has its own specific aims and goals, which can be summarized as follows:

In different types of schools

Boarding Schools

1. To provide for the unique needs of the Navajo school age child in instruction, dormitory living, and food program.

2. To involve the community in every aspect of the school program.

3. To provide educational opportunities for Navajo school age children where attendance on a day basis is not possible.

Day Schools

1. To provide educational opportunities for Navajo school children where existing roads make attendance on a day basis possible.

2. To provide for the unique needs of the Navajo school age child in instruction and food program.

3. To involve the community in every aspect of the school program.

Bordertown Dormitories

1. To provide educational opportunities

in public schools bordering the reservation for Navajo school age children who are up grade level or not more than one year retarded.

2. To provide for the unique needs of Navajo school age children both in a dormitory program and in the educational program while they attend peripheral town public schools.

3. To involve the parents and other Navajos in the entire dormitory program.

"Unique needs"

Attention is called to the above repetitive use of the words "unique needs of the Navajo school age child." These words are highly significant in implementing the intent to provide educational opportunities that take into account the Navajo culture which is the child's own and that take into account each child's individual characteristics, abilities, experiences, and needs. This intent to provide educational programs that fit the children is a goal of great importance.

It points to considering the children as individuals; helping each to learn at his own rate; and helping each to relate his own individual experiences to specific school learnings. When school board members understand that this is what the teachers are trying to do they can not only give support to them in doing it but can explain to parents the school procedures directed toward meeting this goal.

Attention is called also to the repetition, in speaking of each of the different types of schools, of the aim to involve parents and the community in the program. This is an aim which has been pointed to again and again in Part One of this Manual as of the utmost importance and will be repeatedly pointed to in the sections that follow. It is an aim which School Board members being in and of the community are in a strategic position to further.

Parent and community involvement

In reading Part One of this Manual which traces the growth of Navajo educational programs one sees how this concept of community and parent involvement has become evident as essential to the effective functioning of any program for children. Indeed it is because of the recognition of this that Navajo school boards have come to be. Theirs is a unique and significant function. It is the school boards that are in a position both to help set aims and goals and to help to bring them to fruition. It is the school board that is in a position to know what the parents and others in the community want an educational program to be. The school boards represent the people and speak and act for them in setting aims and goals.

School Board leadership

The school boards, however, are in a position of going farther and also taking leadership in pointing out possibilities for bettering the schools and thus in reaching out to higher aims and expanded goals. It is a function of the school board to continually look ahead to define aims and goals that point the way to increased opportunity for Navajo children.

In the Arizona Hand Book for school boards the statement is made (pg 15):

> "It is wise for a board to originate a written philosophy to give direction to goals to be achieved. With a thoughtful democratic philosophy the board may then produce policies to be practiced in achieving those goals."

A democratic philosophy is implied in the very resolution of the Tribal Council which gives the legal basis for establishing Navajo Community School Boards. That philosophy is reflected in the goals and aims already mentioned. It remains then for each school board to bring it into active expression through the policies it sets up and the procedures it develops to carry out those policies.

Gradual transition to Community Schools

In order to fully envision its function and to gain insight into how a board can operate to perform that function it is helpful to be aware of how the schools have made a transition from being the earlier entirely BIA operated schools to being today's community schools with the community and the BIA actively working together in formulating goals and taking the steps necessary to achieve them.

This transition has been a gradual one as can be clearly seen in reading Part One of this Manual. However, while interest in the schools grew and parents and others became more involved it was not until the Tribal Council became an actively functioning body that there was the central organization for taking leadership in furthering that involvement. The exercise of that leadership; the encouragement of it by the BIA; the growing interest of parents and community; and the willingness of the BIA to relinquish their former full operational function as the local communities become ready to assume their share of it--all this has brought about the transition to the present community schools, each with its own school board in a position to take leadership in the community.

II. Establishing School Boards for Navajo Community Schools

As previously pointed out the legal basis for forming Navajo Community School Boards is the Resolution of the Navajo Tribal Council, approving and adopting the Navajo Tribal School Code pertaining to the development and operation of Navajo Community School Boards. (See Title IA)

The local school board is the group in the community closest to the school and closest to the people of the community both those who have children in school and those who do not.

Thus the Board has the opportunity to bring the people of the community and the school personnel into a working relationship that makes it possible for the school to provide the educational services needed and desired by the people of the community for their children and for themselves.

Selecting a Principal important

To this end it is essential that the Board work closely with the Principal of the School. A primary function of the School Board is to select a professionally capable Principal who will serve as an educational leader. The Board should then assign to him the duties of administering the school in accord with Board policies.

It is highly essential to the successful operation of the school that the Board give such time and attention to this choice of a Principal as to make sure that one is chosen who is professionally prepared and temperamentally suited for the position of leadership and who will accept Board policies as expressive of the wishes of the Community.

Working together

The Board members should consider themselves and the Principal as making up a team with the Principal as an ex-officio non-voting member. The Board shall work as a whole. A member shall not work alone except as directed by the Board and in cooperation with the Principal.

1. Geographic representation

In accordance with provisions of The Resolution (Title I, A) the local school board represents the local community chapter(s). The members therefore shall be elected members of their respective chapters. In case there is more than one chapter in the local school district each shall be represented.

2. Membership

In the Resolution of the Tribal Council which furnishes the legal basis for the formation and operation of school boards for Navajo Community Schools it is stipulated (Title I, B) that to be considered for the position the individual must be:

Requirements

a. a resident of the Chapter he will represent.

b. twenty-one years of age or older.

c. not an employee of the school upon whose board he will serve.

There may be in addition to these certain legal requirements made by the state in which the part of the reservation concerned may lie which should be observed.

Aside from these basic legal qualifications there are certain characteristics that should be considered in selecting board members and that persons being so considered should likewise take into account before accepting the responsibility.

To function effectively as a School Board member one:

Board member characteristics

a. Should be in good standing in the community.

b. Should be truly representative of the community.

c. Should be ready to put Board duty above personal considerations, e.g., as in attending meetings.

d. Should have such time to give to Board work and willing to give it as makes it possible to perform Board duties.

e. Should be genuinely interested in the provision of educational opportunities in the community.

f. Should be able to consider what is best for the school and the community without being swayed by personal bias or prejudice.

g. Should be genuinely interested in and concerned about children.

h. Should be willing and able to fairly represent the views of those in the community with whom he may not agree as well as those with whom he does agree.

i. Should believe in education.

j. Should be aware of the leadership which a School Board can take in the community.

k. Should be able to consider professional qualifications of school personnel in light of their probable compatibility with the people of the community as well as their skill in teaching or administering.

l. Should be willing to work with the school personnel and ready to consider such suggestions as they have to offer concerning school operation, curriculum, etc. This does not necessarily imply approval of all suggestions but it does point to willingness to consider them.

m. Should be ready to work with other community groups.

n. Should be ready to stand by Board decisions once they are made.

o. Should be conscientious and responsible in performing Board duties.

It is suggested that reference be made to The Handbooks for School Board members in Arizona, New Mexico, and Utah.

3. Manner of choice and composition

Choice of members

School Board members shall be chosen by the Chapter(s) to be represented. Members shall be elected in public meeting by those present and voting and either by ballot or by voice as specified by the Chapter. Only qualified Chapter members are eligible to vote. A quorum as determined by the Chapter shall be present before an election can take place. Any school board shall be composed of not less than 3 nor more than 7 members. (See Resolution, Title I,C.).

4. Election of members

An election for the selection of Navajo Community School Board members shall be held at the second regular Chapter meeting in August of every year.

When elected

The announcement for the election of school board members shall be made by the Chapter and School Board officers at the first regular meeting in August of every year. (For these and other details governing elections see Resolution, Title I, D).

5. Tenure

The Resolution provides that any member of the Navajo Tribe qualified to serve as a member of a local Navajo Community School Board may be elected to serve upon any such board for any number of terms. (For details regarding first elections and vacancies see Resolution, Title I, E.)

6. Recall

How recalled

As provided for in The Resolution, any member of the local Navajo Community School Board is subject to recall under specified conditions. (See Resolution Title I, I)
If a board member's conduct is not acceptable to members of the community, the Chapter officers may call a meeting of the community to consider whether the person shall continue to serve or not. Notice of such meeting should be posted in at least three public places at least ten days in advance of the meeting and the person should be notified in

writing of such meeting so that he can appear to defend his position, conduct, or action. If the community determines that a change shall be made the successor shall be elected at the meeting and shall serve the unexpired term of the person being replaced.

7. Resignations

When a school board member moves his residence from the community served by the Chapter which he was elected to represent he shall resign from the Board. If for personal or other reasons a member no longer wishes to serve he may resign by submitting a written letter of resignation to the President of the Board.

In case of resignation

An announcement of a resignation for whatever reason shall be made at the first regular Chapter meeting thereafter and nominations for replacement accepted. At the second regular Chapter meeting following the resignation a successor shall be elected to serve the unexpired term of the person who has resigned.

The Chapter where a vacancy occurs shall elect board members to fill any vacancy that may exist between elections by the same procedure as in the original election.

8. Officers

The Resolution provides (Title I, G) that each Navajo School Board shall elect a President, Vice-President, and Treasurer, and such other officials as are deemed necessary.

Secretary necessary

It is essential to orderly operation that careful records be kept of meetings and transactions. This necessitates the election of some person to act as secretary. This may be the same person who acts as Treasurer or another.

9. Compensation

Handling compensation

Under Title I F, 1 the Resolution states that school board members shall serve without compensation except for reasonable expenses incurred in performance of their duties. Accordingly when a School Board authorizes its members or officers to travel, reimbursement for use of personal automobile shall be at the rate of ten cents (10¢) per mile of necessary travel. The President of the Board shall certify such travel.

For days spent at orientation meetings, at Board of Education meetings and on business authorized by the Board members and officers will receive $5 per day. However attendance at all such meetings must represent at least 75% of the time such meetings are in session. It shall be understood that such remuneration is dependent on availability of funds.

Claim may be made only when the Board has approved in advance specific travel for its officers and members. Other necessary travel expenses shall be reimbursed except that air travel will be at coach rates and food and room expenses will be a maximum of $16 per day. All other expenses must be approved by the Board prior to travel.

10. Training

In accordance with the Resolution of the Navajo Tribal Council approving and adopting the Navajo Tribal School Code, pertaining to the development and operation of Navajo Community School Boards the Navajo Tribal Education Committee and the Navajo Area Division of Education are authorized to take any steps necessary to implement the resolution. Training of school board members in their functions, duties responsibilities and ways of carrying them out is an essential step. Therefore, the Navajo Tribal Education Committee and the Education Branch of the Bureau of Indian Affairs has set up a training program for all school board members starting September, 1969.

Plans for training

This training program will continue until June, 1970 at which time all present members shall have received training. Thereafter a training program shall be provided yearly by the Navajo School Board Association, the nature and duration of such training to be determined by the said Association. (Note: See Addenda for suggestion relative to a School Board Association.)

III. Board Organization and Procedures

A school board has a position of major responsibility in a community. It not only must establish policies but it must often take up and decide matters of great concern to the school, the community, the children, their parents and others in the community. It is incumbent, therefore, on the elected board to operate on a well organized basis and to set up procedures which will enable them to so operate.

1. Selection of Officers

Officers' duties

At the first meeting of the School Board officers as specified in Resolution Title I, G shall be elected. In addition there should be an election of a secretary. Each officer shall serve for the ensuing year or until a successor is duly chosen. The president shall be in charge of meetings. In his absence the vice-president shall serve. The Treasurer shall keep account of all funds received and of funds expended in accord with Board action. The Secretary shall be responsible for recording minutes of all meetings, making record of other important matters, and keeping a file of all documents relative to Board business.

2. Meetings

Regular and special meetings

In accordance with the Resolution (Title I, M) meetings shall be held at least once per calendar month during the school term and at such other times as the President deems advisable in any case with a minimum of three days' notice to members.

Special meetings may be called at

any time by the President of the Board. (See also Manual # 5). All meetings shall be open to the public except when the board declares an executive session. (See Manual # 7). Regular meetings shall be held at the time and place agreed upon by members at the first meeting.

3. Agenda

The agenda for all board meetings shall be as follows:

Call to order

Roll call

Approval or modification of minutes of previous meeting

Reports and communications

Report of the Principal

Old business

New business

Community comments and requests

Personnel matters

Adjournment

All meetings shall be conducted in accord with Roberts Rules of Order. A quorum as determined by the Board shall be present for official action to be taken this being not less than one half (1/2) of the board membership.

4. Minutes and records

Minutes of all regular and all

special board meetings and records of all board transactions and data pertaining thereto shall be kept by the Secretary. These shall be placed in the Principal's office where they can be made available for reference and for perusal by such persons as may be properly concerned.

Copies of the minutes of each meeting shall be distributed to each School Board member. Financial records shall be maintained and monthly financial report shall be made to the board with a copy for each board member.

Detailed minutes

The minutes of the meeting should begin with the date, time, place of the meeting; with the names of the Board members present; the person presiding; notation of the Principal's presence or absence; indication of any other school personnel present; indication of any other persons present.

Following this the minutes should show the various items of the agenda in the order taken up with pertinent details thereof.

Any modification of the minutes of the previous meeting should be noted with any action taken thereon and statement made of the approval of the minutes either as presented or as modified.

Minutes showing reports made

There should be indication of the nature of any reports made and by whom with mention of the disposition made of the report. Likewise any communications should be noted. The Board may indicate to the Secretary-Treasurer the amount of detail to be included concerning different reports and communications.

Official action

In matters of old business and new business the minutes should show the official action taken, with the exact statement of the motion on which voting was taken and with indication of such motion being duly seconded and voted upon.

All special matters

Community comments and requests should be indicated with statement of the way these came to the board, whether through a board member, through the Principal, in writing, or personally presented at the meeting. Action, on these should be noted.

Any personnel matters taken up should be noted in sufficient detail as to indicate the nature thereof and the action taken, if any.

The motion for adjournment should be indicated and the time of adjournment stated.

Minutes highly important

It should be recognized that the minutes of School Board meetings are records of discussions and considerations on matters that affect the school and the entire community. As such it is of the utmost importance that records of the meetings shall show accurately the action taken rather than leaving this to individual memory.

Finance records

Records of all financial transactions should be kept by the Treasurer so that at any time it is possible to know the source of funds received and the amounts and dates of how money was expended and under what authorization with date of expenditure and proper receipts therefor.

Other records should include such contracts as may be made with personnel, reports which are placed on file and where these can be found. All written reports and all communications made in writing should be kept on file.

5. Special meetings

Special meetings may be called by the president; by written notice signed by not less than two board members; or, as requested by a number of members of the community, such number to be determined by board policy. All special meetings shall be preceded by a written notice sent to members at least three working days in advance unless otherwise approved by all members.

6. Committees

The Board shall serve as a committee of the whole. There shall be no special committees for special projects. Individual members may be assigned special responsibilities but all formal action shall be taken by the board as a whole.

7. Executive Session

The Board members by vote may recess temporarily to an executive session to discuss matters that might be embarrassing to personnel present or for other good reason. However no official action shall take place at an executive session. All official action shall be at open board meetings.

8. Voting

A quorum as determined by the Board shall be present and voting for official action to be taken and this shall be not less than one half of the Board members.

Details of procedure

All voting shall be on the basis of a motion duly made and seconded. A majority of those present and voting shall be necessary for passing or defeating a motion. In case of a tie the presiding officer shall cast the deciding vote unless the Board by majority vote decides to defer decision to a later meeting.

Officers of the Board are entitled to and expected to vote on all issues. It is expected that the Principal will attend Board meetings but in an ex-officio and non-voting position.

9. Open meetings

Public welcome

All meetings except executive sessions shall be open to the public. It is to be expected that from time to time there will be persons who wish to speak to certain points under discussion; or to bring up suggestions for consideration; or to register some complaint. Suitable time should be allowed therefor but not to the point of permitting a monopolizing the time of the meeting. The matter may be referred to the principal for the obtaining of more facts; or to some board member; or further discussion deferred until a later meeting pending securing of more information.

10. Policy making

In order for a school board to act in an orderly way and for members to be fair and consistent in meeting their responsibilities and handling the different situations that arise it is necessary to establish basic policies. Such policies serve as a guide in making the decisions and taking the action that the Board feels leads to the achievement of the goals and aims it has set its sights upon.

Basis for orderly action

Setting up policies is essentially outlining the principles on which the board agrees to act. One policy dovetails with another and in setting them up a board should consider one in light of the others. For example, in the course of events complaints of this or that which is done at school are likely to come to some Board member.

Acting according to policy

Assume there is the policy that the Board shall act as a team. Knowing this and agreeing to it the Board member listens to the complaint because of the policy to listen to anything people in the community have to say. So instead of giving an opinion the board member says he will present the matter to the Board. But--let's say here is another policy the Board has agreed upon, namely, that whenever complaints come to turn to the Principal to get all the facts possible from the schools' standpoint before acting.

Thus it is with all the policies of a board. They all relate to each other, and all relate to what it is

Inter-relationship of policies

the Board sees as important to accomplish. Policies govern the procedures by means of which the Board moves toward the accomplishment of its aims and goals.

Change of policy

Policies often have to be changed. Something that the Board thought would work may not. Changes in circumstances may occur which had not been foreseen. There should *be* policies but there should also be the willingness to change them when by agreement the Board decides it is to the best interests of the children, the school, the community to do so. They should always be thought of as the guide to the procedures which best lead to the achievement of the aims and goals The Board feels are important.

It is to be expected that school boards in different communities with different types of community schools and different local conditions will adopt different policies. This is as it should be although in talking together in the meetings of the School Board Association (see Addenda) or in individual contacts of one board with another it is likely to be found that a large majority of the policies that are sound in one community are equally sound in another.

IV. Adopted Policies Governing All Boards

As mentioned in the previous section it is incumbent on each School Board to formulate and adopt such policies as seem best suited to that board's particular situation.

However there are certain responsibilities which devolve upon all Community School Boards and it is essential to the consistent operation of the Navajo educational program that there be certain general policies which shall guide the actions of all Community School Boards. These are as follows:

1. Just as state tenure laws regulate public school employment, Civil Service procedures provide for securing and dismissal of personnel.
    1. The school board members are to meet with the school administrators, offering recommendations and suggestions for improving school operations and bringing the ideas of the parents of the community into school operations.
    2. Any action the school board wishes to effect must be taken up with the principal in regularly scheduled meeting with him to inform him and discuss the community's desires in operating the school program.
    3. In the event disciplinary action is desired or requested for any school employee by the school board or members of the community, it will be the responsibility of school officials to discipline employees in accordance with Department, Bureau of Indian Affairs, and Civil Service Commission rules and regulations.

4. The school board as well as parents must realize they have the right, after consultation with the principal, to visit with teachers relative to their children's progress, studies, disciplinary problems, or any other student-school activity.

5. Any disciplinary action of Bureau school employees will be handled by the responsible school official after determining the facts in the case and deciding on the proper action to be taken.

6. Teachers and other school employees are responsible to their principal or supervisor and must answer only to their supervisors.

2. Employee negotiations

The responsibility for employment of personnel lies with the school board. However, the employment of any personnel coming under Civil Service must be in accord with the regulations of the Civil Service Commission.

When a vacancy exists the Board shall look to the Principal to secure from BIA Personnel the names of and information concerning persons who are eligible for the position together with such recommendations as he may wish to make.

Civil Service selection

The credentials of those eligible for the position shall be carefully considered and the one selected shall be the one who, to the Board, seems most able to carry on the duties of the position; who seems to have had the training and experience which fits him, or her, to work in the particular school; who gives evidence of being able to work with other people.

The selection will then be made known by the Principal to the Personnel Office of the BIA.

Procedure in selecting a Principal

When the position to be filled is that of the Principal request shall be made of the BIA Agency Superintendent for names of eligible persons. The same procedure of selection shall follow as outlined above except that selection shall be made known to the BIA Agency Superintendent and any consultation about such selection carried on with him.

There shall be no discrimination in employment based on race, color, religion, or political affiliation. The one overall consideration shall be what seems to be for the best good of the children, the school, the community.

Interview

If the board wishes an interview with those being considered for a given position such request shall be made to the Principal and arrangements for the interview made through him. If the position is that of the Principal the request for interview and arrangements therefor shall be made through the BIA Agency Superintendent but the Principal currently serving shall be shown the courtesy of being advised that this is being done.

At an interview the board may wish to ascertain whether the prospective employee is in accord with the aims and goals of the given school and interested in working in the type of community in which the school is located.

Non Civil Service selections

When a vacancy occurs in positions not under Civil Service the Board shall look to the Principal to secure information from all available sources concerning persons interested in and eligible for the given position. This should include, information about each individual's qualifications with details showing training, experience, and any other details showing fitness for the position.

Any names of persons whom the Board or a given member of the Board knows to be interested or would like to have considered shall be given to the Principal together with known qualifications in order that all information shall be assembled for Board consideration. The Principal shall have opportunity to make his recommendation of the person he feels is best suited for the position. While the Board holds the final decision the Principal's recommendation should be given careful consideration.

Contract

For all persons not under Civil Service there should be a contract in a form which has been agreed upon and used consistently. This contract shall provide information concerning conditions under which and by means of which the contract may be terminated before its expiration date. Fair employment procedures, proper grievance procedures, and hearings must be provided to all those who think they have had a contract violated.

Making conditions known

All persons employed should understand before employment the requirements of the position, the work hours, the advancement opportunities, benefits, and any in-service training requirements and opportunities. There should also be understanding of vacation days, provisions for sick leave, as well as annual wage, and dates of payment. It is a Board responsibility to make sure that, in the negotiations with a prospective employee, there shall be such understanding of details as are enumerated above and that all Public Health Service requirements are met.

3. Teacher qualifications

The Board shall always bear in mind that the function of the teacher, in general, is to teach the children, to work with the parents, to work with all other school personnel in providing for the best good of the children, and to be ready to work with community groups in the interests of the school.

Obviously, in order to teach the children he must be qualified in the area in which he wishes to teach. Training for such teaching is attested to by his Civil Service credentials.

An important and essential factor in successful teaching is interest and liking for children and this is a prime qualification a board should look for and be satisfied is present in making teacher selection.

Interest in children, parents, community

Since parent involvement and community involvement is a major goal in the Community Schools the interest in and the ability to work both with parents and the community are qualifications of such importance that the Board should be satisfied that the person selected for any position is thus interested and able. Particular attention shall be paid to the proposed employee's interest in these areas. This is a paramount necessity. Growing skill in working with parents and with community groups can be gained on the job but the starting point of interest is a necessity. It should be carefully looked into and the opportunity to do so is one reason for individual interviews when possible before selection.

The ability to work with other school personnel is essential to the successful operation of a Community School dedicated to the goal of maximum parent and community involvement. Therefore this is a qualification to which to give careful attention so far as can be ascertained from credentials and interview.

Working with others

It is emphasized that attention to teacher qualifications is fundamental and basic in providing the conditions for a Community School that will serve the children, the parents, and the community in accord with the goals and aims that have been agreed upon as guide lines.

4. Other personnel qualifications

"Other" personnel refers to all those who are not actually teaching the children. These include any (other than teachers) who are on Civil Service and any who are in programs not covered by Civil Service.

It should be recognized that all such personnel in whatever capacity they may be serving have a vital role in the achieving of the goals and aims of the school. This means that each one has a place in providing a good school experience for the children and in providing for and contributing to parent and community involvement.

All personnel important

Therefore it can readily be seen that a liking for and an interest in children is a qualification of high importance, together with willingness and intent to work with other school personnel harmoniously, and this coupled with understanding of and interest in the role of the school in its parent and community involvement.

Consider all details

These, then, are qualifications which the board should have in mind in making all personnel selections. These are in addition to being of good character, physically able and temperamentally willing to work, responsibly dependable, and able to meet all Public Health Service requirements.

5. Job requirements and privileges

The duties and responsibilities of all personnel should be clearly defined. The board may properly ask the Principal to provide a job description for each position setting forth the duties of the position.

Work schedule

Employees shall be expected to work a five day week, eight hours a day, total 40 (forty) hours per week. Times for beginning the work day, for coffee breaks, for lunch periods, and time of completing the work day will be prescribed by the Principal with the prior approval of the Board.

Vacation and sick leave

Pay days will be in accord with BIA policy. Employees will earn one half day sick leave for each pay period worked, with no limit on the amount that can be accumulated. During the first three years of employment employees will earn one half day vacation time for each pay period worked; during the second three years employment three fourths day vacation time each pay period; and beginning with the seventh year of employment one day vacation time for each pay period worked. Vacation paid days must not accumulate to more than 20 days during the first three years, 30 days during the second three years, and 40 days thereafter.

It should be expected that absences during regular work days because of illness or personal business will be reported as far in advance as possible. The necessity for absences due to illness in excess of two days shall be certified to by the Principal. Leave for personal business will be treated the same as leave for a vacation except that no personal leave time shall accrue to the employee.

Employees are not expected to engage in employment outside that contracted for with the school. Short term jobs may be taken when arranged for with the Principal and with Board approval when such employment in no way interferes with the duties of the position.

Professional attitude

Professional employees shall be expected to conduct themselves in a professional manner in the performance of their duties. All other employees also shall be expected to conduct themselves in a manner that brings credit to themselves and their positions. Misconduct resulting in absences or inability to perform duties satisfactorily may result in suspension by the Principal and/or dismissal by the Board.

Employees are entitled to their own religious and political convictions. However, it is expected that neither will be expounded while on the job. Such practice shall be treated as misconduct.

Salary and related benefits shall follow established BIA policy.

6. Curriculum

Importance of curriculum

The curriculum should be thought of as all of the experiences which the children have under the direction and the supervision of the school. This means that the approval of a curriculum is a major responsibility with a far reaching effect on the children and thus on the community. It shall be the policy of the Board in performing that responsibility to look to the Principal and the professional staff for leadership in making curriculum decisions.

State requirements

The Board shall be familiar with State requirements affecting the curriculum which in some instances pertain to subjects to be covered, to text books to be used and which specify the requirements for graduation from eighth grade and/or high school. It shall be the policy of the board to make sure that such requirements are complied with. The Board shall make certain that High School curricula fulfill the requirements of the regional accrediting boards.

Board decisions regarding the curriculum shall be based on consideration of not only what is commonly thought of as the regular school program but also of special provisions for special purposes. All offerings must of necessity be within the limits of the financial structure and determined in light of the wishes of the people of the community.

Special provisions

Consideration shall properly be given to the possible inclusion of kindergarten; to a school lunch program on a non-profit basis and whether this shall be on a paying or non-paying basis; to provision for transportation; to the possibility of summer school; to provision of vocational training; to provision of adult education classes; to the inclusion of Navajo history and Navajo arts and crafts and provision of special classes for handicapped children.

7. Days of School

The BIA and the Tribal Education Committee working together with the local school boards determine the minimum number of days constituting the school year. This must conform to state requirements in the same manner as the number of days for public school. The Board shall make this, with opening and closing days, known in the community well in advance of the opening of the school year.

School attendance is compulsory by Tribal Resolution, CJY-91-66. (See Part One, Section "In the 60's")

V. Board Functions and Duties

The primary function of a School Board is to determine the purposes and goals of the school; arrange for facilities and their use; advise on financing; and represent the people of the Chapter(s) in giving direction to the school. Specifically the functions and duties of the board include the following:

1. Establish broad educational policies

The School Board shall exercise leadership in providing educational programs for Navajo children and for the people in the community as desired and needed. They shall exercise their initiative and authority in adopting and adapting programs to the needs of the community they serve.

Board
Leadership
important

The Board shall be responsible in cooperation with the Principal for establishing broad educational policies for the school. The Board thus plays a major role in providing a useful school experience for each child.

2. Review and sanction all curricular changes

The School Board shall review and sanction all curricular changes. It is to be expected and it is desirable that the Principal and his staff will take leadership in initiating and recommending curricular changes but final approval of these is a function of the board.

3. Use of school buildings

It is desirable that maximum use be made of school facilities in meeting the educational needs of the community through providing a variety of community initiated programs and activities for all ages.

Establish use of building policy

The Board shall be responsible for the use to be made of school buildings and facilities and for determining the activities that may take place therein. To this end the Board shall define its policy both as to type of activities which may take place in the buildings and the conditions under which buildings and facilities may be used. This policy shall serve as the guide to Board and Principal in responding to requests that come to them. Any exception to this policy shall be considered by the Board and the Principal but final decision rests with the Board.

The Board shall keep the Principal informed of requests received for use of the buildings and facilities and the Principal shall be expected to keep the Board informed of requests coming to him, in order that schedules for such use can be set up without overlapping and in light of the regular school activities. As the administrative officer of the school the Board may properly expect the Principal to make out the schedules and to furnish the board a copy thereof for the given month.

4. Public relations

Relationship of the school board to chapters, District Council, Agency Council, and other organizations is mainly to improve coordination, cooperation, and communication among various agencies which provide programs for the Navajo people.

Board function important

The Board shall make every effort to become familiar with the specific program and services of the different agencies and groups, governmental, state, local, in order to understand where these relate to the program of the Navajo Community Schools. Similarly the Board shall be ready to explain the program of the school as it is being worked out to fit the given community needs. The Board knows as no one else can the details of the school operation in relation to the needs and wishes of the community and the function it serves in providing therefor. This makes the School Board's public relations function one of utmost importance.

5. Community involvement

It shall be the policy that no proposal whether it be from any Federal of State agency, or from the Tribe, pertaining to Navajo Community Schools be adopted without consideration by the local Navajo Community School Board.

A local School Board is often referred to as the local governmental agency closest to the people. The Board represents the people of the community. The Navajo Community Schools need everyone's help in meeting the urgent needs of the people. The school facilities should become the center of community initiated programs and activities where learning and living converges for all ages regardless of socio-economic and academic status.

Leadership in Community involvement

One of the important goals in the Navajo Community Schools is maximum feasible involvement of parents and tribal leaders in the education process. The School Board is in a key position to help create (and maintain) the circumstances under which this goal is achieved. The concept of the Navajo Community School is based on an effort to meet, as best it can and with everyone's help, the needs of the people, because it holds that everything affecting the welfare of the children, their families, is its concern.

Community involvement includes both individual and group active participation in carrying forward the school program. It may take the form of making some plan for needed facility, providing for some needed equipment, giving some needed service, using the facilities for some group activity, offering specific suggestions to the School Board or Principal for changes or additions felt to better the school program, initiating and/or taking part in some fund raising activity, making the school needs known to individuals or groups who might be of help, in short thinking of the school as a community responsibility and asset and taking responsibility for it and turning to it for such facilities and services as it can offer in meeting community needs.

6. Parent involvement

The School Board shall make every possible effort to have active involvement of parents of as many children in the school as can be interested.

What parent involvement is

Parent involvement may include any or all of the types of activity listed under Community involvement. However, it touches all the activities of the children in a much more personal and intimate way. It reaches into all the details of the school as they affect a given child and by what parents say and do they involve themselves in it. Beyond this it is desirable to have an active participation in finding solutions for problems such as those of transportation and attendance; in making plans for school affairs and carrying them out; in giving services at the school; in providing home conditions encouraging a child in his school work; in visiting child's classroom to be familiar with his school day; in attending school affairs.

It is a primary function of the School Board to invite such involvement; to encourage and support the school personnel in their efforts to secure it; to offer suggestions that might further it.

7. Management and instruction

In accordance with The Resolution Title I, F, 3 the local school board shall advise the Agency School Administrator in charge of hiring and replacement of its approval or disapproval of Administrative and Instructional personnel.

8. Enrollment

Each School Board shall do its utmost to encourage all efforts toward achieving maximum enrollment of children. Particularly each Board member shall help as many parents as he can contact to recognize the importance of seeing to it that their children are in school. Pursuant to the Resolution CA-38-55 providing for an annual enrollment and attendance drive between August first and November fifteenth each school board should arrange for and participate in such a drive. (See mention of this Resolution in Part One, Section "In the 50's)

9. Handling local school affairs

These school affairs generally have to do with school personnel, health needs, school facilities, school budgets, school activities, instructional programs, school maintenance, school roads, school districts, transportation, or a variety of other things.

Suggested steps to follow in handling school affairs:

1. Get the facts.
2. Consult with the school principal. Advise him of known facts and related

Detailed steps

information. This is a most important step. Most affairs can be handled in this way.

3. If not handled at the school level, the Board with the Principal can take the matter to the Agency Board and Agency School Superintendent.
4. As a final step the Agency Board may take a difficult matter to the Navajo Tribal Education Committee and the Navajo Area Director.

To summarize:

The School Board in joint cooperation with the school Principal shall determine and enforce policies and regulations concerning the following general areas consistent with the laws and rules of the Navajo Tribal Council and the BIA.

1. Act as liaison between school and community
2. Maintain school-community relationships
3. Seek additional funds from other funding agencies and foundations.
4. Determine policy on use of school facilities
5. Encourage cooperation and aid in coordination of other local agencies for improvement of the school
6. Consider curricular plans and changes and activities related thereto
7. Provide pupil consultation

8. Arrange for school activities such as, Tribal Leaders' Day, Enrollment Drive, etc.

9. Participate in all aspects of school operation, finance, and employment procedure

10. Provide for needed school programs such as special education

11. Make every effort to learn about the Community School.

VI. Finance and Management

Although funds for the support of Bureau schools are derived from funds allocated to the Department of Interior it is the responsibility of each Board member to become as familiar as possible with the budget process.

The budget process would include the submission of the schools' Program Planning and Budgeting annual forecast which is submitted to cover a five-year period and which attempts to spell out the school budget needs based on enrollment forecasts and community needs. Further, each spring a budget call is made at which time the school again is asked to spell out its specific budget needs for the coming fiscal year. In late summer (usually August) the Agency and schools receive their budget allocation, usually based on anticipated enrollment. Although the greater portion of this allocation is obligated in advance by salaries (approximately 80%), Consolidated Common Services (Plant Management costs for heat, electricity, water, etc.), transportation, food, telephone, etc., there is a balance of money available for supplies and other needs for which the school Principal would seek the help and assistance of the School Board members.

Familiarity with BIA budget process

In accordance with the Resolution Title I, F, 2, local school boards are authorized to solicit funds from other sources. (See Resolution for further detail.) This should be with the knowledge of and in cooperation with the B.I.A.

Other funds

VII. Relationships of the School Board

The relationships of the local School Board must be thought of from two angles, the relationship to other organized groups and the relationships to individuals. Essentially it is all relationship with people and it is all for the basic purpose of together providing the best possible education for the children and meeting the educational needs of the community.

Strategic position

Considered from these two angles the School Board is in a strategic liaison position with opportunity to keep lines of communication open between all those concerned with the children. This puts them in a position to gather ideas and suggestions affecting the school; to discover parent wishes for their children's education; to make known the school's needs; to discover community points of view; to interpret the school program; to discover and utilize community resources for the benefit of the school.

This makes the relationships of the school board with both groups and individuals of prime importance and a major responsibility. Relationships should be thought of as including those:

1. To the Principal

The Board shall work with the Principal on a reciprocating basis, learning about the functions, policies, and program of the school from him. At the same time the Board should make known to him the urgent needs, aspirations and hopes of the total community as the members understand them. With this reciprocal relationship the children and the community can be provided the best possible educational opportunities as they reflect the wishes of the people.

Working with the Principal

The Board having selected a Principal in whom they feel they can place confidence should maintain the relationship which expresses that confidence. It is desirable that it be such a relationship that he feels free to come to the board with problems, suggestions, proposed plans, knowing that he will find the board members ready to consider them with him.

Similarly the Board should feel free to raise questions, make suggestions, offer plans.

The basis for such a relationship is the recognition that all considerations are for the purpose of providing for the maximum usefulness of the school to the children and the people of the community.

The Board should recognize that the Principal of the school has certain obligations to the BIA and be aware of these and make no demands contrary to them.

2. To teachers

Professional attitude

All official relationships of the School Board with the teachers shall be through the Principal. All official communications to the teachers and from the teachers should clear through him. It is expected that members of the professional staff will look upon their work as one of cooperation with members of the community in providing good learning experience for the children and it is through the school board that such cooperation becomes possible.

This does not preclude School Board members knowing the teachers individually and it is desirable that the teachers feel themselves a part of the community. It is natural that in such a friendly relationship school affairs would come into conversation when an individual board member and an individual teacher meet at the trading post or elsewhere. However school board members should be meticulous about not divulging school board matters or discussions and about not taking up school details and plans that properly clear through the Principal.

3. To other school personnel

As in the case of the teachers, so with all other school personnel, all official relationships shall be through the Principal. Again, as in the case of the teachers this does not preclude individual contacts which come about naturally in the community. It points rather to the wisdom of having all official business cleared through the Principal.

4. To the BIA

The relationships of the school board to the BIA is through the Principal. The procedure for maintaining a desirable working relationship lies with each board to set up.

5. To the Tribal Education Committee

This is mainly a legislative relationship. The Tribal Education Committee recommends laws pertaining to Navajo Community Education to the Tribal Council. In carrying out their duty they serve as liaison between Tribal Council and school boards. The local school boards, therefore shall keep the Tribal Education Committee informed of their purposes, activities, needs, accomplishment, problems, and in turn keep informed of the Tribal Education Committee's requirements and recommendations.

6. To other school boards

It is the obligation of a local school board to maintain a working relationship with other School Boards and with the Navajo School Board Association. (see Addenda) This refers to relationships with other local school boards, with the Agency School Board, and with the Inter-Agency School Board.

Local boards

Each local school board should make an effort to know what the policies of other local school boards are and how they are implementing those policies. What one board does can be suggestive of what another might find useful. It is through the Agency School Board that such a relationship can be maintained.

a. Agency School Boards

For details, see Resolution Title II.

As indicated in II, B each local board appoints or elects one member of their board to serve on the Agency Board. Through this member a local board can and should keep informed of agency-wide school board matters. It is of the utmost importance that each local board make certain that it is represented at each Agency School Board meeting.

b. Inter-Agency School Boards

For details see Resolution, Title III. The Inter-Agency School Board is responsible for schools that draw students from reservation-wide communities such as Wingate and Many Farms High Schools. It handles the affairs of off-reservation schools. It meets jointly with the Education Committee and Navajo Area Division of Education at the stated place to review reservation wide progress of Navajo Community Education. It plans workshops and other training activities for agency and local school boards. The Agency boards are expected to elect or appoint two members from their board to serve on the inter-agency board. The activities of the Inter-Agency Boards are of importance to local boards since they make recommendations to the Tribal Education Committee concerning all Navajo Area Schools and local school boards.

7. To other governmental units

The relationship of school boards to chapters, District Council, Agency Council, and other organizations is mainly to improve coordination, cooperation, and communication among various agencies which provide programs for the Navajo people.

Federal regulations govern many of the operations of a Federal School in the same manner that state laws govern many of the operations of local public schools.

This should be neither a deterrent nor a handicap toward becoming real partners in the operation of the Navajo Community Schools.

The School Board should welcome and encourage interest in its affairs from all

Welcome help from governmental groups

governmental units, especially those which can assist in any way in providing for the needs of the school. It should welcome advice and counsel of state and county school superintendents and their staffs. It should welcome constructive criticism and helpful suggestions from any source so that the schools will truly reflect the best in Navajo education.

8. To the community

Representative of the Community

The School Board should always think of itself as representing the community. The members have been selected by the community to represent them. They speak for the people of the community in school board meetings, in talking with the Principal. The people of the community properly look to them to make their wishes and opinions known. To do so the Board must know what those wishes and opinions are. This means keeping in close touch with the people.

Interpretative function

The Community looks to the Board to arrange school matters so that the school can give them what they wish for their children and themselves. Often, too, there are needs which might be met through the school in ways of which the people of the community may not be aware. It is the Board members who can make the possibilities known. Again there are services which people in the community could give to the school and would be glad to give if they knew they were needed and would be welcomed. It is the school board members who are in a position to arrange for such service and clear it through the principal.

Still again many people in the community would like to know more than they do about the school program, about why the teaching is done as it is, why the school costs as much as it does. It is the School Board who can give the information that makes the people of the community feel that the school is theirs.

Keeping lines of communication open

The School Board members being of the community meet different ones in different ways, often as relatives. They have a relationship to the community that no one else has. It is of the utmost importance that this relationship be so maintained that the people feel free to speak about the school, to raise questions, to offer ideas and suggestions they may have. This is a relationship that is fundamental to community involvement.

9. To the parents

Anything pertinent to community relationships is pertinent to relationship to the parents since they are a part of the community. However, the relationship to parents has its own special aspects.

Contact with all families

They more than all others are most concerned with what the school experience means for their children. They and they only know what their ambitions, hopes, concerns for them are. Theirs is a specifically personal and individual relationship to the school as differing from the more general community interest. This means that the School Board must consider its relationship to individual parents with that relationship differing from family to family depending on how the parents are seeing the school in relation to their child; how they look upon his experiences there; how they see their part in these experiences and in the operation of the school.

This means becoming acquainted with

Exchanging views

them to the point of being able to talk freely together about details of the school. With such free talking together it becomes natural for parents to offer suggestions, voice complaints, ask for information. It is equally natural for school board members to speak of matters concerning the children and the school in general. Thus the parents come to see their child in relation to the school and its concerns, problems, plans, program.

This kind of relationship is essential to the parent involvement whereby they look upon the school as theirs and work actively with the Board and the school personnel in carrying it on.

VIII. A Code of Ethics

As has been repeatedly pointed out a member of a Navajo Community School Board is in a position of unique and significant importance. As a representative of the community and as a leader in providing education opportunities for the children and all in the community and as one to whom the community looks for such leadership it is of the greatest importance that all of his activities as a School Board member be highly ethical. To this end it is suggested that each School Board member use the following code as a guide.

1. As a member of my local School Board I recognize:

    a. That I represent the people of my community.

    b. That they expect me to make it my first and greatest concern to do my best to provide opportunity for each child in the community to have a good educational experience.

    c. That in large measure the future of the Navajo Tribe depends on the quality of education provided for Navajo children.

    d. That my fellow School Board members and I have the duty to keep the people of the community informed about the school, its program and its needs.

    e. That the legal basis for the forming of Community School Boards comes from the Navajo Tribal Council and I am responsible for being informed about and doing my part in carrying out Tribal regulations.

f. That it is through the BIA Financing and supervision that the Navajo Community Schools exist and can operate and that I am responsible for knowing about and observing BIA regulations and requirements.

g. That being elected by the people I have the responsibility for serving to the best of my ability; for carrying out the wishes of the people; for working in cooperation with the Tribal Council and the BIA; for being a good citizen; and for keeping in mind that this Nation can be strong and free only as its schools are strong and free providing education for all children.

2. Because I recognize the facts stated above, it shall be my endeavor as a school board member:

   a. To give time, thought, and study to the duties and responsibilities of a school board member as specified in the Resolution and as set forth in the Manual.

   b. To work with my fellow board members in carrying out what it is agreed is the best procedure at the time even though I may not personally agree.

   c. To do my utmost to find out the facts about any situation that calls for decision.

   d. To base my opinion as to the desirable decision in any instance on the facts laid before the Board and not to be swayed by bias, prejudice, or personal convenience and interest.

   e. To keep confidential all school board matters and not to give out any information about school board business.

f. To bring all complaints and suggestions that may come to me to the board for consideration and not to try to handle them myself.

g. To be careful not to use my position as a school board member to obtain any special consideration for any person or group in whom or in which I may be interested.

h. To try to keep myself informed about the school program.

i. To do my part in considering all policies to be set up by the board from the standpoint of what is best for the school, the children, the parents, the community.

j. To do all that I can to encourage parent and community involvement in the school.

k. To support the Principal and the professional staff and when I have any questions about what is being done to discuss them only with the Principal and the Board.

l. To work in cooperation with the Tribal Council, the Tribal Education Committee, and the BIA, and to take any suggestions, complaints, or differences of opinion about their procedures or decisions to the proper source for discussion and action, rather than to personal friends or other individuals in the community not officially concerned.

Conclusion

As the Navajo Education program has moved into its second century with marked developmental progress so it can be expected to continue that progress. For more than half of the first century the progress was discouragingly slow but the vision that saw education for all Navajo children never wavered.

In the second half of the century movement toward established goals was more rapid. Now in the closing year of the 60's when this Manual has been prepared there is promise of even more rapid development through the parent and community involvement which is becoming a reality; through the leadership of local school boards now also becoming a reality; and through the ever increasing working together of the Tribe, the BIA, local boards, parents, and all in the communities.

Thus a Manual prepared for a rapidly developing program serves its purpose as an immediate guide for that on-going development--but because it is on going such a Manual must be seen as subject to periodic revision to meet changing conditions and widened vision.

In using the Manual, therefore, school board members should always be mindful of conditions in their community that might suggest additions to make the guide more helpful, or deletions of sections perhaps no longer useful, or modifications thereof. The Manual should grow with the Community Schools and be kept abreast of the needs for the guide lines it can furnish. It is part of the responsibility of local school boards to help in keeping it so.

ADDENDA

This Addenda is offered for consideration as a possible means of unifying the local school boards and giving support to them.

Forming a School Board Association

While each local school board is primarily concerned with and responsible for the matters pertaining to a given community yet there are many matters common to all and about which it would be helpful to pool experiences.

Further, great progress can be made through opportunity to meet together to exchange ideas on the steps that could be taken to move forward in the Navajo educational program.

Still further, and importantly, forming into an association provides the opportunity for leadership to develop on a wider basis than the local community. It gives support to such leadership.

It is suggested, therefore, that consideration be given to the possibility of forming such an Association.

Might this be brought up for consideration at the first training workshop for school board members?

If there were such an association should membership be on the basis of a board, or individual members? Presumably members would be so ex-officio?

Might the Association be responsible for planning workshops and taking leadership in training new members?

How many meetings a year would be feasible? Should these perhaps be in conjunction with training workshops?

Should meetings be on a reservation-wide or on a regional basis?

Would there be any advantage in having sections of the Association which could meet on a regional basis?

If such an association were formed what BIA representation should there be?

What decision making responsibility should the Association have? What policy making?

What would be the relation to the Tribal Council? to the Tribal Council Education Committee? to the BIA?

What officers should there be? What term of office? How elected? What dues, if any? Dues on the basis of a board, or individual? How collectable?

How shall voting be handled? On a board vote? on an individual vote?

How shall by-laws be worked out?

Shall there be a board? how many? how selected? for what term of service?

Shall there be an executive committee? how selected? with what responsibility?

What shall be the procedure for presenting recommendations to the Tribal Council? to the BIA?

???? would the formation of an association have to be by resolution of the Tribal Council?

???? Would it overlap the Agency and/or Inter-Agency School Board?

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